I. COURSE DESCRIPTION

Bulletin Description
Prerequisite: Admission to the Student Teacher Program. Full-time supervised student teaching in grades 7-12 for a period of 6-16 weeks in a secondary school accredited by the State of Indiana or an equivalent approved school out of state. The experience is directed by a qualified cooperating teacher and has university-provided supervision. Grade is S/F.

Expanded Description
Student teacher will plan, deliver, manage, assess, and reflect upon the entire classroom situation for full days and weeks over the specified 6-16 week period. All activities are to be carried out under the direction of a cooperating teacher and university supervisor.

II. SCHOOL MODEL
The M480 student teaching course is a required part of the IUN School of Education’s Teacher Education Program. As such, it is designed to provide the prospective teacher with opportunities to acquire knowledge about teaching as a profession and the prerequisite skills and dispositions necessary to become a reflective professional. This program is built upon a research-based conceptual framework that incorporates nine Program Outcomes, all of which are designed to prepare a “Reflective Professional.” The nine outcomes of this Reflective Professional model are listed in summary form below. The course objectives are keyed to them within the chart.

Reflective Professional Program Outcomes by course Objectives

<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communication Skills</td>
<td>1</td>
</tr>
<tr>
<td>• Higher Order Thinking Skills</td>
<td>2</td>
</tr>
<tr>
<td>• Instructional Media &amp; Technology</td>
<td>3</td>
</tr>
<tr>
<td>• Learning &amp; Development</td>
<td>4</td>
</tr>
<tr>
<td>• School Culture &amp; Diversity</td>
<td>5</td>
</tr>
<tr>
<td>• Instructional Design &amp; Delivery</td>
<td>6</td>
</tr>
<tr>
<td>• Classroom Management</td>
<td>7</td>
</tr>
<tr>
<td>• Assessment &amp; Evaluation</td>
<td>8</td>
</tr>
<tr>
<td>• Professional Development</td>
<td>9</td>
</tr>
</tbody>
</table>

This course also reflects the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), and the Developmental Standards of the Indiana Professional Standards Board (IPSB) for teachers of early and middle childhood (See sections vii and viii).
COURSE OBJECTIVES

1) Use communication skills
   - models effective use of language
   - ensures that tasks and assignments are clear
   - answers questions clearly

2) Promote higher order thinking skills
   - promotes inquiry methods
   - facilitates problem solving skills
   - provides higher order questions for discussion

3) Integrate instructional technology
   - creates instructional materials using contemporary technology
   - delivers instruction using media and technology to facilitate learning
   - encourages student use of media and technology in assignments

4) Adjust instruction consistent with student learning and development
   - varies approach, grouping, timing, assessment, and depth of concept development
   - reflects on instruction to plan additional lessons

5) Promote respect for and integrate culture and diversity into instruction
   - demonstrates an appreciation and concern for students as individuals
   - modifies instruction to accommodate students with special needs
   - fosters dignity and an environment free of ridicule
   - uses appropriate examples to explain and illustrate concepts, skills, and strategies
   - consistently treats students fairly and equitably
   - interacts effectively with student, colleagues, parents and community
   - builds positive self-concepts among students
   - plans curriculum to include all learners

6) Design and deliver effective instruction employing a variety of teaching strategies
   - demonstrates appropriate knowledge of subject taught
   - plans effective units and lessons
   - begins teaching with background building as needed
   - states and explains goals clearly
   - uses a variety of techniques (i.e. role playing, simulation, field trips)
   - circulates during student activities to assist student effort
   - includes active learning activities
   - reflects on instructional practices and student achievement to employ effective strategies

7) Demonstrate effective classroom management
   - models professional preparation
   - manages the classroom climate
   - manages instructional time (i.e. time on task, transitional time, wait time, workable routines)
   - involves students in the establishment and maintenance of class routines, rules, and policies
   - establishes and/or participates in effective procedures for handling disruptive student behavior

8) Use assessment and evaluation to effectively promote learning
   - actively monitors student effort and performance
   - consistently performs checks for understanding
   - circulates during student activities to assess student performance
   - scores and grades student achievement accurately and appropriately
   - utilizes product and performance based assessment
- provides feedback to students concerning academic growth and/or suggestions for improvement

9) **Commit to professional development**
- participates in professional development activities
- participates in building, system, state, and/or national level staff development
- joins and participates in appropriate local, state, and/or national scholarly organizations
- participates in extra-curricular activities with students
- displays appropriate dispositions for professional educators

**Initial Program Dispositions**

The SOE is committed to the values of academic integrity in teacher preparation. You are expected to consign yourself to each of the following dispositions throughout this semester in your classroom participation, projects, and assessment activities:

1. Attendance, punctuality & professionalism (i.e., actions, appearance)
2. Connect subject to students’ world
3. Align teaching with state & professional standards
4. Prepare and promote active learning
5. Communicate ideas clearly in speech and writing
6. Use of multiple approaches & technology to teach
7. Student-centered management of class time & student behavior
8. Respects students from diverse backgrounds
9. Promote cooperation in class, school, community
10. Track student progress & adjust teaching to meet needs
11. Willing to receive constructive criticism & suggestions
12. Committed to becoming an effective teacher

**III. MATERIALS**

IUN Student Teaching Handbook (revised annually), local school corporation teacher materials from the cooperating teacher and any other materials needed to fulfill all requirements.

**IV. COURSE REQUIREMENTS**

Student teachers are to:

1) participate in seminars held on Friday afternoons on IUN Campus, **attendance is mandatory**
2) plan unit for instruction*
3) write, administer, and score assessment instruments*
4) conduct at least one parent conference
5) establish and implement a classroom management plan, demonstrate proper management skills and techniques*
6) adapt lesson plans and activities to meet the needs of diverse students
7) use technology in class
8) participate in all extra curricular duties your cooperating teacher may have, as well as, all staff development activities*
9) use assessment data to modify instruction and insure student learning
10) exhibit professional behavior throughout the experience*
11) design, deliver, and assess, all classroom activity for a period of not less than 6 weeks
12) keep a reflective journal*

* These requirements directly relate to the materials to be submitted at the end of the semester.

Standard English, appropriate technology, and higher order thinking is expected in all products and performances in this course.

Products: The student teacher is required to produce certain products during the student teaching experience (main and endorsement). An IUN Supervisor and/or the Cooperating Teacher evaluate the products. In some cases, an IUN faculty member will also be involved in the evaluation. However, the Director of Student Teaching will conduct a final review of course products. These must be submitted by the designated due date.

Products Required of Secondary Social Studies Teacher Candidates

All teacher candidates must complete the items below during the student teaching experience. Full assignment descriptions, templates, and grading rubrics (as applicable) are included in the pages that follow.

- **Unit Plan**: Prepare a fully-developed unit plan for a selected a topic. The unit of study should encompass 2-3 weeks of instruction. It should include a framework of curriculum goals/outcomes, major summative assessments, a calendar of daily lessons, a full set of lessons plans (with supporting materials), and a bibliography.

- **Impact on Student Learning**: From the unit plan, select a single lesson topic. Prepare a pre-assessment tool to gauge students’ preliminary understanding of important ideas or proficiency in skills. Collect students’ work, evaluate it, and make judgments about what “needs” should be addressed in instruction. Design the lesson plan and a post-assessment tool to gauge understanding/proficiency after instruction. After implementing the lesson and post-assessment, collect students’ work and evaluate it, then prepare a written reflection on what the assessments reveal about the lesson’s effectiveness.

- **Clinical Assessment**: Early in the student teaching experience, review and discuss the “clinical assessment” form with the sponsor teacher and university supervisor. At midterm, revisit the form, discussing the items, your proficiency-level, and ways of developing proficiency in these areas. Complete the form again as a final evaluation. The final evaluation form that is submitted may represented the collective judgment of the candidate, teacher, and supervisor, or it may represent the judgment of the university supervisor only.

All spa key assessments shall include a statement identifying the criteria that shall be used in determining its overall “acceptable” and “target/exemplary” score.”

All spa key assessments, except assessments 1 and 2, shall be included in course grades and no student shall receive a passing grade for any course if any of the spa key assessments for that course does not have at least an overall acceptable score.
Social Studies Unit Planning Guide

For a fully-developed unit of study, the items below should be created. The unit plan should include 5 distinct sections; use the below template as a guide. Assemble the sections in “hard copy” in a binder. Use dividers to mark the sections, and tabs (as appropriate) to identify specific items within sections.

For sections 1 & 3, highlight the applicable rows of the template, “copy and paste” them into a WORD document, then prepare your responses to each item in the space provided, deleting the explanatory text (but not the headers).

For sections 2 & 4, do not use the template. In all likelihood, you will use some pre-made “hard copy” materials or electronic resources that will not “paste” readily into the template rows.

For section 4, to create each lesson plan, “copy and paste” the “Social Studies Lesson Plan Template” into a WORD file, then prepare your responses to each item in the space provided, deleting the explanatory text (but not the headers). The “Lesson Plan Template” is directly below the template for the unit plan.

### 1. Unit Plan: Curriculum Framework

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade Level</th>
<th>Course Title</th>
<th>Unit Topic</th>
<th>Summary</th>
<th>Rationale</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Provide a succinct summary of the unit’s main ideas and themes (1 paragraph)</td>
<td>Explain why the unit is important, for the course and for furthering the citizenship mission of the social studies (1 paragraph)</td>
<td>List the Indiana Standards items that will be addressed directly in the unit.</td>
</tr>
</tbody>
</table>

#### Understanding – “important to know” – Goals
(The student will understand …)
List all of the main idea/content knowledge outcomes you want students to learn during the unit. (Use bullets or numbers.)

#### Skill – “important to do” – Goals
(The student will be able to …)
List all of the main skill goals; you want students to learn during the unit. (Use bullets or numbers.)

**Summative Assessment**
Write a brief description of each major task that will be used to gauge students’ understanding after instruction.

### 2. Summative Assessment

For major assessment tasks used to gauge students’ understanding after instruction, include the actual performance task (e.g., essay question, project assignment, exam); include, also, the evaluation checklists or rubrics that will be used in grading.

### 3. Lesson Planning Calendar

Create a calendar that outlines the anticipated 2-3 week sequence of instruction. For each day, include the: 1) specific topic; 2) assigned readings; 3) major learning activities – listed only; 4) homework assignment for the next day – listed only.

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
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</tr>
<tr>
<td>Reading</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Main Activities</td>
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<td></td>
<td></td>
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<tr>
<td>Homework</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Main Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Monday

**Date**

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Main Activities</td>
</tr>
<tr>
<td>Homework</td>
</tr>
</tbody>
</table>

### Daily Lesson Plans

Include all daily lesson plans, with accompanying materials for the teacher and students’ use in each lesson.

### Resources & Materials

Create an annotated bibliography of the books, articles, and websites used in the unit’s development. Briefly describe what each resource is and how it is of value for the unit.

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### Social Studies Lesson Plan Template

M483/S508 Teaching Social Studies 7-12

#### LESSON PLAN

**YOUR NAME:**

**LESSON TITLE:**

**GRADE LEVEL:**

**TIME ALLOCATION:**

**STANDARDS:** List the standards and indicators of the Indiana Academic Content Standards that are targeted in the lesson.

**CORE CONCEPTS:** List the core concept(s) that anchor the lesson (fewer than four).

**OBJECTIVES:** List the lesson’s behavioral objectives. Include everything you want students to know and do (content and skills) as outcomes. Specify concrete behaviors and/or products that provide evidence of understanding and mastery.

**ASSESSMENT:** Identify how students’ mastery of the lesson’s objectives will be assessed, formatively, during the lesson.

**PROCEDURES:**

Identify, in sequential order, each section of the lesson (typically 4-6 distinct sections, inclusive of the hook/set and close).

In **bold** text, give each section a brief title that depicts the content and pedagogy. Next to the section title, identify the amount of time needed for this section of the lesson.

**Example:** Americans as “joiners”: Think-Pair-Share  (6-8 min)

Beneath the title of each section, outline the anticipated sequence of action. Include content notes, discussion questions, prompts, and directions. Be sure to include identifying labels for all supporting materials (e.g., hand-outs, primary sources, worksheets, overheads) that will be used.

#### SUPPORTING MATERIALS

Organize, in sequential order, the supporting materials (e.g., lecture notes, discussion questions, hand-outs, primary sources, worksheets, overheads) that will be used in the lesson. Do **not** paste these materials into this box.
Secondary Social Studies Impact on Student Learning

Overview

Within the context of a unit plan that is developed and taught during the student teaching experience, teacher candidates in secondary education will demonstrate their ability to pre-assess students’ knowledge, to design appropriate instruction, to collect valid and sufficient evidence of learning, and – upon the basis of that evidence – to reflect upon teaching effectiveness. The cycle of diagnose-plan-teach-assess-evaluate-reflect will be conducted for a single lesson plan.

Components

1. **Pre-Assessment**: For a selected topic within the unit plan, design a diagnostic tool that provides evidence of students’ understanding of key concepts or skills/processes. Implement the pre-assessment, collect students’ work, then, evaluate it. Prepare a summary table of students’ overall performance (“good,” “acceptable,” and “unacceptable”). Write a brief statement that summarizes your conclusions about the specific needs for instruction.
   a. Diagnostic Tool
   b. Summary Table
   c. Conclusions about instructional needs

2. **Lesson Plan**: Using the model/template provided in the secondary methods course, develop a lesson plan for teaching students the identified concepts or skills/processes. Write a brief statement that explains how the strategies of the lesson plan are intended to address the needs identified via the diagnostic assessment.
   a. Lesson Plan
   b. Justification of Alignment

3. **Assessment**: Design an assessment tool that you will administer after teaching as a means of gauging students’ learning. Collect all students’ work.
   a. Post-lesson Assessment Tool
   b. Student Work Samples (provide only one sample each, of “good,” “acceptable,” and “unacceptable” work)

4. **Evaluation**: Evaluate the students’ work. Prepare a summary table of students’ overall performance (“good,” “acceptable,” and “unacceptable”). Prepare a written explanation of how you distinguish between levels of proficiency, based on the evidence furnished in these student work samples.
   a. Summary Table
   b. Explanation of Proficiency Distinctions

5. **Reflection**: In light of your evaluation of students’ work, reflect upon the effectiveness of your instruction. Prepare a written explanation of how specific aspects of the lesson were effective, and not so effective, in connection with the evidence provided by the pre- and post-assessments. Afterwards, identify specific ways in which you would modify the lesson to make it more effective in the future.
<table>
<thead>
<tr>
<th>Component</th>
<th>1 “Unacceptable”</th>
<th>2 “Acceptable”</th>
<th>3 “Target”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Assessment</td>
<td>• Pre-assessment strategy is missing or inappropriate for the identified concepts or skills/processes</td>
<td>• Pre-assessment strategy is appropriate for the identified concepts or skills/processes</td>
<td>• Pre-assessment strategy is well-designed for soliciting evidence of understanding of concepts or proficiency in skills/processes</td>
</tr>
<tr>
<td></td>
<td>• Conclusions indicate limited concern for, or awareness of student needs that might be addressed in the lesson</td>
<td>• Conclusions demonstrate solid concern for identifying student needs that should be addressed in the lesson</td>
<td>• Conclusions explain accurately and sufficiently prominent needs of students that should be addressed in the lesson</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>• Applicable SPA Standards are not identified</td>
<td>• Applicable SPA Standards are identified</td>
<td>• Applicable SPA Standards are identified accurately and sufficiently</td>
</tr>
<tr>
<td></td>
<td>• Lesson is incomplete, fails to use the prescribed guidelines and template</td>
<td>• Lesson is planned adequately, using the prescribed guidelines &amp; template</td>
<td>• Lesson is planned thoroughly, using the prescribed guidelines &amp; template</td>
</tr>
<tr>
<td></td>
<td>• Lesson objectives and teaching strategies fail to target the identified concepts or skills/processes</td>
<td>• Lesson objectives and teaching strategies address the identified concepts or skills/processes</td>
<td>• Lesson objectives and teaching strategies focus explicitly on the identified concepts or skills/processes</td>
</tr>
<tr>
<td></td>
<td>• Justification establishes weak connections between instructional needs and the design of teaching strategies</td>
<td>• Justification explains the relationship between instructional needs and the design of teaching strategies</td>
<td>• Justification establishes strong logical bonds between instructional needs and the design of teaching strategies</td>
</tr>
<tr>
<td>Assessment</td>
<td>• Post-lesson assessment fails to target the identified concepts or skills/processes</td>
<td>• Post-lesson assessment is appropriate for the identified concepts or skills/processes</td>
<td>• Post-lesson assessment targets accurately and sufficiently the identified concepts or skills/processes</td>
</tr>
<tr>
<td></td>
<td>• Student work samples fail to reflect discernible degrees of proficiency</td>
<td>• Student work samples reflect evident degrees of proficiency</td>
<td>• Student work samples reflect obvious differentiated degrees of proficiency</td>
</tr>
<tr>
<td>Evaluation</td>
<td>• Summary table is poorly organized and/or incomplete</td>
<td>• Summary table is well-organized and complete</td>
<td>• Summary table is efficient, complete and concise</td>
</tr>
<tr>
<td></td>
<td>• Explanation of degrees of proficiency indicates serious misunderstanding of the identified concepts or skills/processes</td>
<td>• Explanation of degrees of proficiency indicates fair understanding of the identified concepts or skills/processes</td>
<td>• Explanation of degrees of proficiency indicates accurate and sufficient understanding of the identified concepts or skills/processes</td>
</tr>
<tr>
<td></td>
<td>• Explanation of degrees of proficiency lacks support in examples of students’ work</td>
<td>• Explanation of degrees of proficiency is based on examples of students’ work</td>
<td>• Explanation of degrees of proficiency is well-grounded in specific details of examples of students’ work</td>
</tr>
<tr>
<td>Reflection</td>
<td>• Consideration of teaching effectiveness is incomplete and unsupported by evidence collected</td>
<td>• Consideration of teaching effectiveness is based on evidence collected</td>
<td>• Consideration of teaching effectiveness is thorough and grounded in evidence collected</td>
</tr>
<tr>
<td></td>
<td>• Consideration of teaching limitations/faults is incomplete and unsupported by evidence collected</td>
<td>• Consideration of teaching limitations/faults is based on evidence collected</td>
<td>• Consideration of teaching limitations/faults is thorough and grounded in evidence collected</td>
</tr>
<tr>
<td></td>
<td>• Recommendations for</td>
<td>• Recommendations for</td>
<td>• Recommendations for</td>
</tr>
</tbody>
</table>
In addition to the “Student Teaching Final Evaluation” (for the conceptual framework outcomes), this clinical assessment form is to be used to evaluate secondary social studies teacher candidates during the student teaching placement. It is intended to evaluate the candidate’s knowledge, capabilities, and dispositions to plan and implement instruction in the specific disciplinary licensure areas of the social studies.

- The School of Education at Indiana University Northwest prepares secondary-level social studies candidates to qualify for licensure in three of five disciplines:
  - History
  - Government
  - Economics
  - Sociology
  - Psychology

- Complete this clinical assessment form for the single discipline/licensure area in which the candidate gained the most experience.

- Indicate, by circling (above), the discipline/licensure area for which the candidate will be evaluated.

To complete this clinical assessment form, use the three-level “scoring guide” (on the right-hand side) to render judgment with regard to the candidate’s performance on each of the specified criteria (at center). Record the score for each criterion in the right-hand column, as well as an overall score. Mid-point scores (e.g., 1.5, 2.5) may be recorded. In the “comments” section (below), write observations and suggestions for improvement.

After completing all four categories of the clinical assessment form, in the space directly beneath these instructions, indicate, by circling, the candidate’s overall score, sign, and date in the designated places.

**Overall Score**

*Note: The overall score is not an average of scores; it is a general judgment about the candidate’s proficiency in the licensure area.*

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Target</td>
</tr>
<tr>
<td>Supervisor (signature)</td>
<td>Date</td>
</tr>
<tr>
<td>------------------------</td>
<td>------</td>
</tr>
</tbody>
</table>

### A. DISCIPLINARY KNOWLEDGE

In planning and implementing instruction, the teacher …

<table>
<thead>
<tr>
<th>Consistency and Effectiveness</th>
<th>Proficiency</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>“consistently and effectively”</td>
<td>Target</td>
<td>3</td>
</tr>
<tr>
<td>“occasionally and unevenly”</td>
<td>Acceptable</td>
<td>2</td>
</tr>
<tr>
<td>“infrequently and poorly”</td>
<td>Unacceptable</td>
<td>1</td>
</tr>
</tbody>
</table>

- Demonstrates understanding of disciplinary content knowledge
- Demonstrates understanding of disciplinary concepts and prominent theories or interpretations
- Demonstrates understanding of disciplinary inquiry methods, data analysis, and forms of reporting conclusions
- Demonstrates understanding of how to apply (or connect) disciplinary scholarship to public policy and/or personal decision-making

**COMMENTS**

### B. DISCIPLINARY QUESTIONS

In planning and implementing instruction, the teacher …

<table>
<thead>
<tr>
<th>Consistency and Effectiveness</th>
<th>Proficiency</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>“consistently and effectively”</td>
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</tr>
<tr>
<td>“infrequently and poorly”</td>
<td>Unacceptable</td>
<td>1</td>
</tr>
</tbody>
</table>

- Uses content knowledge to highlight fundamental disciplinary inquiry questions
- Treats instructional activities as opportunities for engaging fundamental disciplinary inquiry questions
- Promotes students’ consideration of different scholarly interpretations, theories, or conclusions about fundamental disciplinary inquiry questions
- Applies (or connects) fundamental disciplinary inquiry questions to issues of public policy and/or personal decision-making

**COMMENTS**
### C. DISCIPLINARY PROCESSES

<table>
<thead>
<tr>
<th>Scoring Table</th>
<th>Proficiency</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In planning and implementing instruction, the teacher</strong> …</td>
<td><strong>Consistently and effectively”</strong> …</td>
<td><strong>Target</strong> 3</td>
</tr>
<tr>
<td><strong>“occasionally and unevenly”</strong> …</td>
<td><strong>Acceptable</strong> 2</td>
<td></td>
</tr>
<tr>
<td><strong>“infrequently and poorly”</strong> …</td>
<td><strong>Unacceptable</strong> 1</td>
<td></td>
</tr>
</tbody>
</table>

- Uses classroom discussion (or other strategies) to promote students’ awareness of, and ability to ask, fundamental disciplinary inquiry questions
- Uses instructional strategies to promote students’ awareness of, and ability to apply, disciplinary concepts
- Creates meaningful opportunities for students to use disciplinary inquiry methods and modes of reasoning (or data analysis)
- Creates meaningful opportunities for students to apply disciplinary inquiry methods and modes of reasoning (or data analysis) to issues of public policy and/or personal decision-making

### D. DISCIPLINARY PRODUCTS

<table>
<thead>
<tr>
<th>Scoring Table</th>
<th>Proficiency</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In planning and implementing instruction, the teacher</strong> …</td>
<td><strong>Consistently and effectively”</strong> …</td>
<td><strong>Target</strong> 3</td>
</tr>
<tr>
<td><strong>“occasionally and unevenly”</strong> …</td>
<td><strong>Acceptable</strong> 2</td>
<td></td>
</tr>
<tr>
<td><strong>“infrequently and poorly”</strong> …</td>
<td><strong>Unacceptable</strong> 1</td>
<td></td>
</tr>
</tbody>
</table>

- Creates meaningful opportunities for students to present, in written or oral form, their understanding of disciplinary content knowledge
- Creates meaningful opportunities for students to present, in written or oral form, their ability to apply disciplinary concepts, inquiry methods, and modes of reasoning (or data analysis)
- Creates meaningful opportunities for students to present, in written or oral form, their understanding of different scholarly interpretations, theories, or conclusions (and/or to formulate their own)
- Creates meaningful opportunities for students to present, in written or oral form, their ability to apply (or connect) disciplinary scholarship to public policy and/or personal decision-making

**COMMENTS**
General Directions
1. Use a loose-leaf or spiral bound notebook or create it on a computer.
2. Write in your journal on your own time, not during scheduled school time, two to three times a week.
   Daily entries are beneficial; two entries a week is a minimum.
3. Write for an extended period of time. The more writing one does at a single sitting the greater the
   opportunity of developing a thought or finding a new one.
4. For confidentiality, keep your journal in a safe place and use pseudonyms.
5. Reread your journal often to verify if you were able to follow-up on your ideas.
6. As the semester progresses, take the time to look back at prior entries and compare to current
   experiences, observations, and understandings.
7. The journal should be shared with your University Supervisor, who will respond to your entries and
   questions. Check with your supervisor on the preferred method.
   a) Take your journal with you to school each day for your university supervisor to review or
   b) Submit your journal entries to your university supervisor as attachments to a message in Oncourse in
      the appropriate course account.

Directions for Journal Entries
A. Date each entry.
B. Write in an informal, conversational tone.
C. Describe classroom observations and occurrences that include your beliefs relative to your successes or
   failures and what you learned from the experience for next time.
D. Make connections between new information and your prior knowledge.
E. Consider and reconsider beliefs and practices that underlie your teaching.
F. Consider your students, your beliefs, and your role as a teacher.
G. Formulate and record questions, personal doubts, pedagogical questions, and issues of concern about
   teaching practices and subject content.
H. Wonder on paper about the meaning of classroom events, issues, interpretations, problems and solutions.
I. You may choose to answer these questions:
   a) What happened?
   b) Why did it happen?
   c) What was my role?
   d) What beliefs did my actions reflect?
   e) Did my actions reflect beliefs and assumptions about which I was not aware?
   f) Did the consequences of my actions raise doubts or influence my beliefs?
   g) How should I want to act in the future on the basis of what happened?
   h) What could I do differently in future teaching situations similar to this one?
   i) What do I need to learn to improve my own teaching?
   j) How will this influence future classroom practices?

V. GRADING

Grading is on a Satisfactory/Fail basis, derived from the following: the experience with Cooperating Teacher,
the observations and feedback provided by the University Supervisor, and the Director of Student Teaching.
VI. BIBLIOGRAPHY


VII. INTASC PRINCIPLES

The INTASC principals are addressed by the Conceptual Model that underlies all of the initial programs of the School of Education at IUN. The 10 principles are listed below and are followed by a table that shows how the objectives of this course relate to the principles.

<table>
<thead>
<tr>
<th>(INTASC) Principles</th>
<th>Course Objectives</th>
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<td>1. Knowledge of Subject Matter</td>
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<tr>
<td>2. Knowledge of Human Development &amp; Learning</td>
<td>4</td>
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<tr>
<td>3. Adapting Instruction for Individual Needs</td>
<td>5,6</td>
</tr>
<tr>
<td>4. Multiple Instructional Strategies</td>
<td>3,4,6</td>
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<tr>
<td>5. Classroom Motivation &amp; Management Skills</td>
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<tr>
<td>6. Communication Skills</td>
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<tr>
<td>7. Instructional Planning Skills</td>
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<tr>
<td>8. Assessment of Student Learning</td>
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<tr>
<td>9. Professional Commitment &amp; Responsibility</td>
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</tr>
<tr>
<td>10. School &amp; Community Partnerships</td>
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</tbody>
</table>

VIII. IPSB DEVELOPMENTAL STANDARDS
The Indiana Professional Standards Board has established developmental standards for Teachers of Early Childhood, Teachers of Middle Childhood, Early Adolescence Generalist Teachers, and Teachers of Adolescence & Young Adults. Two categories are relevant to the outcomes of this course. A complete listing and discussion of these is found at the following web site: http://www.state.in.us/psb. The following table indicates the components of the two pertinent categories.

<table>
<thead>
<tr>
<th>Early Adolescence</th>
<th>Course Objectives</th>
<th>Adolescents &amp; Young Adults</th>
<th>Course Objectives</th>
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<tr>
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<td>1. Development of Adolescents &amp; YA</td>
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<tr>
<td>2. Healthy Development</td>
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<td>2. Decision Making</td>
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<tr>
<td>3. MS Philosophy &amp; School Organ.</td>
<td>4,5,6,7,8</td>
<td>3. HS Learning Community</td>
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<td>4. MS Curriculum</td>
<td>3,8</td>
<td>4. Curriculum</td>
<td>3,4,6,8</td>
</tr>
<tr>
<td>5. MS Instruction</td>
<td>1,2,3,6,8</td>
<td>5. Instructional Strategies</td>
<td>1-4, 6-9</td>
</tr>
<tr>
<td>6. Family Involvement</td>
<td>5</td>
<td>6. The Home-School Connection</td>
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<td>7. Community Involvement</td>
<td>5,9</td>
<td>7. Community &amp; Transition to the Future</td>
<td>5,7,9</td>
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<tr>
<td>8. Teacher Roles</td>
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<td></td>
</tr>
<tr>
<td>9. Collaborative Behavior</td>
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<td></td>
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</tbody>
</table>

IX. SCHEDULE

Students are required to attend seminars arranged by the Director of Student Teaching. As specifics will vary, this information will be provided under separate cover.

Special Needs or Circumstances

If you are a student with a verified disability, please give to your professor, the letter of accommodation provided by the Disability Services Coordinator. Students who have a disability, or think they have a disability (e.g. psychiatric, attention, learning, vision, hearing, physical, or systemic), are invited to contact the disability services coordinator for a confidential discussion at 219-980-6943.